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ABSTRACT

These conference reports present a broad picture of the status of Chinese language instruction during the early 1960's and express concern for the development of introductory curriculum and expansion of existing programs at the college level. Aspects of curriculum development which are discussed include: (1) future needs and objectives of Chinese teaching, (2) basic goals of first year courses, (3) problem of characters, (4) class-hour schedules, (5) field work and experience in Chinese, (6) difficulties caused by terminology, (7) tests, and (8) texts and teaching materials. A survey by state and school of existing Chinese language programs in colleges and universities is included. The role of the Office of Education in supporting the study of neglected languages is discussed. The principal objectives of the second conference were to review the results of Professor John B. Carroll's Chinese language tests; to discuss further possible methods and materials for standardizing and improving the teaching of Chinese; and to recommend organizational steps to be taken to consolidate and perpetuate the interest in professionalizing the teaching of the Chinese language in the United States of America. (RL)

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THE MODERN LANGUAGE ASSOCIATION OF AMERICA

FOREIGN LANGUAGE PROGRAM RESEARCH CENTER

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No. 60 November 1959

THE TEACHING AND TESTING OF CHINESE
IN AMERICAN COLLEGES, UNIVERSITIES, AND INSTITUTES

Conference Report No. I

FL001 860

BACKGROUND

On 15, 16, 17 October 1959 The Modern Language Association of America sponsored a Conference of forty Chinese scholars, teachers, and persons interested in the teaching and testing of Chinese. They were invited from fifteen states and the District of Columbia, and represented teaching interests from twenty-seven colleges, universities, institutes, and the U. S. Office of Education. The Director of the MLA Foreign Language Research Center participated, and the Executive Secretary of the MLA served as Chairman. The purpose of this Conference was to take stock of the current status of the teaching of Chinese in the United States and to identify and discuss some of the problems which will be encountered in any effort to coordinate and expand it.

The impetus and funds came from the Ford Foundation. It had made a grant to the MLA for such an orientation Conference, as well as for engaging the aid of Professor John B. Carroll (Harvard Graduate School of Education)

to draft some "Tests of Chinese Language Proficiency" in Mandarin in the areas of Auditory Comprehension, Reading Comprehension in both Classical Chinese and modern Newspaper Chinese, and in the Written Vernacular.

The MLA is a learned society, founded in 1883, devoted to the advancement of literary and linguistic studies in the modern languages. Its membership is composed of about 10,000 persons interested in modern language studies. About 6,500 of these are teachers of English in schools and colleges, about 500 are unattached to schools, colleges or universities, about 3,000 are teachers and scholars in the field of modern foreign languages. The MLA Foreign Language Program was begun in 1952, with support from the Rockefeller Foundation, for the purposes of investigating the role of modern foreign languages in American life in these critical times, and of initiating steps to help in the teaching of languages to meet our national needs.

In mid 1957 Professor Carroll was appointed in the joint Modern Language Association-Harvard University project to develop possible tests for proficiency in Chinese. He has been assisted by Dr. Wai-Ching Ho, Cleveland Museum of Art, Professor Lien-Sheng Yang, Harvard, and Mr. Fred Fang-Yu Wang, Institute of Far Eastern Languages, Yale University. The project has been under the general supervision of an Advisory Board consisting of Dr. Nicholas Bodman, Foreign Service Institute, U. S. Department of State; Professor Yuen Ren Chao, University of California, Berkeley; Professor Francis W. Cleaves, Harvard; Mr. Henry C. Fenn, Institute of Far Eastern Languages, Yale; Professor Harold Shadick, Cornell University; and Professor Lien-Sheng Yang, Harvard.

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The following MLA staff members participated: DR. GEO. WINCHESTER STONE, JR., Executive Secretary, MLA. DONALD D. WALSH, Director, MLA FL Program Research Center.

CONCERN FOR THE STUDY OF CHINESE

It is estimated that 500 million people in the Far East speak and carry on their worldly affairs in some variety of the Chinese language. The probable impact of China in world affairs during the next decades is tremendous. Although diplomatic relations between the United States and the Peking regime have ceased, they have been maintained with the Nationalist Government on Taiwan. Question: How are we training sizeable groups in all walks of life in our country to speak Chinese on a mature level, and how are we continuing to educate scholars to know the magnificent contributions of Chinese culture over the centuries and up to the present day? Our national interest in the not too distant future requires increased training and education in both these areas.

PRESENT STATUS OF THE TEACHING OF CHINESE

From a survey conducted by Professor Kuo P'ing Chou (University of Wisconsin), in 1958, under the auspices of the MLA, it appears that the Chinese language is taught in fewer than 45 colleges and universities in the United States (among the 1,800 accredited colleges), and at other special institutes--such as the Army Language School at Monterey; the Institute for Far Eastern Languages at Yale; The Foreign Service Institute Dept. of State; and in language programs in other Government agencies. Fifteen colleges offer degrees in Chinese Language and Literature. All but one offer only Mandarin in conversational Chinese, but thirteen indicate that other dialects could be taught by their staffs. Eighteen accept Chinese as fulfilling their foreign language requirement for a degree. In 1958 total enrollment in courses in Chinese in our colleges was 456, with only

65 majoring in the subject. In addition the Army Language School and the IFEL (Yale) enrolled 400 students for courses in intensive training in the language. In 1958 the readily available teacher supply in colleges was 68, plus 54 at the IFEL and the Army Language School. Eleven different textbooks and four dictionaries were used by four or more different colleges. Eleven of the colleges in which Chinese is taught have language laboratories wherein tapes and records may be used. Twenty have good working libraries. Twelve colleges expressed a wish for additional staff. Eleven state difficulties in supporting their present programs.

CONSIDERATIONS AND PROBLEMS

1. What are or should be, in view of future needs, the objectives of Chinese teaching in the U. S.? A growing realization on the part of the public of the need for increased numbers of speakers of Chinese (on a mature level) is manifesting itself. A dichotomy continues to exist among present teachers of Chinese between their classical interests (ancient literature with no special attention to the spoken language) and interests in modern writings (newspapers, periodicals in the new simplified characters) emphasizing language fluency.

2. Can agreement be reached as to basic goals and proficiency achievements for a first year undergraduate course in Chinese? The spectrum of answers among the conferees extended from declaration by twelve, that ability to speak the language was the legitimate goal and that complete emphasis during the first year should be placed upon the spoken language, to declaration by sixteen, that since college students were somewhat intellectually mature, any beginning college course in

Chinese should have the threefold aim of speaking, reading and writing proficiency. These sixteen, however, suggested emphasis at the beginning upon the spoken language.

A Committee report outlined the following seven points as suggestions for a course in first year Chinese based upon a minimum of ten hours per week of classroom instruction, useful for all students as a foundation upon which to build further study: 1) An initial period of several weeks of spoken language for pronunciation and structure. (Actual practice in various schools runs from two to eight weeks); 2) The student to become familiar in the course of the year with the basic structure of the language as used in current speech and modern writing; 3) Written characters to be introduced only for expressions already familiar to the ear; 4) Recognition of 1,200 characters expected at the end. (Actual accomplishment runs from 100-1,800. A five-hour per week course should expect recognition of no more than 500-700.); 5) A brief introduction to newspaper style during the last few weeks of the course, but mastery not expected; 6) The writing of characters to be incidental to recognition of them; 7) Facile use of the dictionary.

Some felt it would be retrograde to try to establish a single oversimplified basic course, that there might well be several legitimate avenues of approach, that the ultimate goal was to consider the aims of the students--whether they were in training to be speakers, or anticipating long study to become scholars who hoped to get quickly into the heart of Chinese culture, and to "think in Chinese."

3. Adjustment of class-hour schedules and/or use of summer institutes

and other intensive programs to supplement college courses. Chinese offers special difficulties to the western ear and eye which require longer time for mastery or more intensive drill and study than the present pattern of college courses generally affords. How, therefore, can the facilities of our academic programs, our intensive programs, and language-center programs be coordinated to support one another and better meet the needs of all types of language students? Discussion raised the problem, but left it for further investigation. Need for the assembly of more facts about the present programs and an overall evaluation of them was desired as a first step. (See Recommendation 5 below.)

4. Motivation and career outlook. The desirability of increasing the number of students of Chinese language and culture was felt by all participants. All concurred in the belief that both goals--(increased numbers of speakers of Chinese and increased numbers of humanistic scholars in Chinese culture)--were of great importance. The questions of motivation and of the opportunities for careers in the fields, therefore, presented themselves. Two kinds of pleas were made: 1) That teachers of Chinese urge their students to study modern Chinese culture (1870-1940), a fascinating field, and to equip themselves to read its humanistic and literary writings and to emulate the promotion now being carried on by the Japanese for their language and culture; 2) That proficiency in the Chinese language should accompany proficiency in some other area of activity (economics, political science, science, history, business, etc.). The student, with the East opening up before him as it is bound to, need not then feel he is preparing

for the present narrow possibility of a teaching career in Chinese, or for a careerless existence, but is acquiring a skill, a knowledge, and a point of view which will enhance his value and usefulness in almost any career.

5. Field work and experience in Chinese-speaking communities. Report was given of the Inter-University Fellowship Program (Ford sponsored, Cornell directed) in which 21 carefully selected students of Chinese have been sent (since 1956) to Taiwan for a year's further study in the field. The Director noted the need (which had occurred frequently) to revise the program on Taiwan in terms of the different kinds of training the students had had in this country. Via excerpts from letters of students now in the program, he called attention to the lack of a foundation in spoken Chinese as a main cause militating against the success of the field experience now being offered to even the select few on Formosa.

6. Difficulties in terminology. One of the areas of misunderstanding concerning the nature of courses in Chinese in this country lies in the terminology of course descriptions. Terminology falls into three general categories--all of which have their ambiguities: a) Some courses are described in terms of difficulty of level, or of time spent in them--terms which may be generally understood (elementary, intermediate, advanced, intensive, semi-intensive, etc.) but which are not really descriptive for Chinese. How intensive is intensive? How many hours of exposure does elementary signify? How is laboratory time equated with class time? b) Some courses are described in terms of content (literary, newspaper, conversation, documents), but

are imprecise in terms of expected outcomes. c) Some courses are described in terms of linguistic features (spoken vs. written; formal vs. informal; contemporary vs. traditional; regional vs. national; colloquial vs. written; vernacular vs. classical, etc.) which actually carry undesirable emotional connotations, and which are ambiguous unless qualified by chronological designations, or by explanations in Chinese terms (paihua; wenyen; kuoyü, or written kuoyü). The point of agreeing on terminology lies both in clarifying course description and in providing a common basis for understanding, before nation-wide tests can be at all applicable. It was recommended that the two most descriptive, yet most neutral terms for noting the kinds of Chinese to be taught, and perhaps to be tested, are contemporary and traditional. Department chairmen were urged, however, to state explicitly in their catalogue descriptions the elements involved (pai-hua, involving five hours per week in class, plus five hours per week of controlled laboratory drill, for a total of six semester credit hours).

7. Tests. The pilot tests drafted for experimental use may help define certain standards, may aid in judging objectively the student's accomplishment at certain critical points in his course, and may indicate areas of needed pedagogical research. The validity of using objective-type tests in Chinese has been questioned, especially with reference to selection of characters for identification in isolation and out of context. Certain improvements in the use of Mandarin idiom in these tests before they are tried were recommended. The consensus was that the tests should be put to experimental use in the late spring of 1960, and the results be the basis for discussion

and report at a future conference. (See Recommendation 7 below.)

8. Texts and teaching materials. Three questions present themselves: Are satisfactory texts available at all levels? Can a desirable degree of uniformity be obtained in them? How can the need for new texts be met? Available texts are adequate, only if supplemented by much material in mimeograph form known only to a few individuals. Texts need standardization, annotation, grading, and simplification. Much further investigation is needed in this area. (See Recommendation 6 below.) Pending recommendations and action here it would be valuable for present teachers to share abundant supplementary material in loose-leaf form so that appropriate portions can be selected for special uses. The need for a clearinghouse for information about supplementary materials, as well as bibliographies of existing materials, is apparent. (See Recommendation 3 below.)

Report was made on the availability of recordings, tapes, films, filmstrips, models and machines for putting them to classroom use. The stock of recordings and films in Chinese is small. A central depot is needed for storing, reproducing, and distributing these items. New magnetic papers and machines for quick reproduction and playback are being developed, but information about them and actual use of them by teachers of Chinese is not yet widespread.

New and sound teaching materials are much needed in recordings, films, a textbook between graded material and actual literature, a reference grammar, a dictionary of spoken Chinese, a good primer of literary Chinese, and good annotated texts of Chinese Classics.

9. Innovations and Language Reform. Consideration of the texts of

the future must take into account the language reform movement now in operation on the Chinese mainland. This movement is occurring in three ways: Romanization of characters, use of basic characters, and use of simplified characters. Attention is called to China's Language Reforms, by Tao-Tai Hsia, Mirror Series A, No. 21 and Most Commonly Used Chinese Characters, by Grace Wan and Tao-Tai Hsia, Mirror Series A, No. 22, published in 1956 and 1957 respectively by the Institute of Far Eastern Languages, Yale University.

The possibility is strong that in the future Romanized texts may be forced upon teachers of Chinese (along with older character texts) because of the movement on the mainland to publish newspapers and magazines in a Romanized form so that a single written language may ultimately develop from the many dialects.

The trend towards using basic characters is found in four lists used in succession by writers on the mainland: a) A list of 1,110 considered absolutely basic; b) A list of 490 of secondary importance; c) A list of 500 supplementary; and d) A list of 421 additional technical terms. The total comes to about 2,400 characters. The Peking regime estimates that native speakers can master the basic 2,000 after 150-180 hours of study.

The attempt to use simplified characters beginning in 1956 is still in a state of flux. Two hundred-thirty were adopted at the outset, then 95 more, then a group of 100, then in July 1959 another group of 92, making a total of 517. These are in official use on the mainland for government documents. If our students care to or need to read modern material from the mainland, they must be able to equate

the sounds in Romanized writings, and know both the basic characters and the simplified ones. Yale has produced a series of three texts introducing 1,000 basic characters. The need appears for many more supplementary readers based on these texts, which beginning students can read outside of their classroom assignments. Yale has facilities for publishing such texts and appeals for copy.

10. Desiderata in research, and preparation of documents for teaching. a) In preparing graded materials on the basis of frequency lists, how far beyond the basic 1,000 characters is it well to go? b) What are advisable organizations of teaching time? What patterns have been found useful for graduate students in regular courses? For intensive instruction? For tool knowledge? c) Can wen-yen--pai-hua relevances be studied and presented in texts for the beginning level? d) What do we actually know about the character-learning process? Are there levels at which characters are absorbed readily, others in which confusion sets in? How should compound expressions be taught? e) Can we define and in any meaningful way use a Chinese intermediate between paihua-wen and wenyan? f) Can a team of researchers be financed to produce a good dictionary of spoken and written Chinese (an enlarged and revised Mathews)? The work in progress by the Jesuit fathers in Taiwan will be long in appearing.--g) Need for useful and simplified etymological dictionaries to introduce students to Chinese "character analysis," and to avoid mnemonic devices. h) Preparation of outlines for systematic teaching of spoken and written Chinese, (contemporary and traditional) at various levels. i) A reference grammar for teachers.

RECOMMENDATIONS

1. That the program chairmen of the American Oriental Society and of the Association for Asian Studies be asked to consider establishing sessions at their annual meetings for discussing problems in the teaching of the Chinese language.

2. That funds be sought for holding a series of conferences (limited to twenty participants and of about a week's duration each) on: a) Chinese Language and Linguistics; b) Chinese Language and Philosophy; c) Chinese Language and Literature—the emphasis to be the relationship to and dependence of each of these fields upon language.

3. That the MLA be asked—on a temporary basis at least—to provide clearinghouse facilities for information on programs now operating, texts and supplementary materials, enrollment statistics, lists of teachers, pedagogical work in progress, and be distribution center for films and film strips.

4. That the present MLA-Harvard Testing Project be carried to conclusion by an experimental trial-run of the tests.

5. That the Advisory Committee for that Project (see p. 2 above) be augmented by a person living in the New York area (Miss Harriet Mills, Columbia) and continue to act as the Advisory Committee for the present Conference group.

6. That the MLA Executive Secretary seek funds for a planning session by that Committee to explore the feasibility of establishing committees to survey and report on text inadequacies (and plans

for remedying them); needed research; curriculum goals and expected achievements for courses at various levels; and the description and evaluation of existing programs.

7. That the MLA Executive Secretary seek funds to provide for one additional conference (within a year's time) of the group attending this one, to consider the results of the tests, and any reports of committees activated in the meantime.

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Associations with which Teachers of Chinese should become familiar:

American Oriental Society, founded 1842. Secretary, Ferris J. Stephens, 329 Sterling Memorial Library, Yale University, New Haven, Conn. Membership c. 980. Dues: $7.00.

Association for Asian Studies, founded 1941. Secretary, Ronald S. Anderson, Box 2067, Ann Arbor, Michigan. Membership c. 1,145. Dues: $10.00.

Association of Teachers of Chinese Language and Culture in American Colleges and Universities, founded 1958 Secretary, Chi-Pao Cheng, 125 East 65th Street, New York 21, N.Y. Membership c. 169. Dues: $1.00.

Modern Language Association of America, founded 1883, Executive Secretary, Geo. Winchester Stone, Jr., 6 Washington Square North, New York 3, N.Y. Membership 10,000. Dues: $10.00.

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FL BULLETIN.....

Issued by the Staff of the Foreign Language Program
THE MODERN LANGUAGE ASSOCIATION OF AMERICA
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No. 63 November 1960

THE TEACHING AND TESTING OF CHINESE IN AMERICAN COLLEGES, UNIVERSITIES, AND INSTITUTES

Conference Report No. II

BACKGROUND

On 14, 15, 16 October 1960 The Modern Language Association of America sponsored a second Conference of forty Chinese scholars, teachers, and persons interested in the teaching and testing of Chinese. To keep the Conference to a manageable size, representatives had to be limited to one person from each school. Ten scholars who had attended the first conference in October 1959 (see FL Bulletin No. 60 of The Modern Language Association) yielded places to ten representing new Chinese programs, or programs which had not been represented at the first Conference. Conferees came from seventeen states and the District of Columbia, and represented teaching interests from thirty-five colleges, universities, institutes, and the U.S. Office of Education. The Executive Secretary of the MLA chaired the conference and three members of the MLA staff participated. (See p. 16)

PURPOSE AND SUPPORT

The purpose of this Conference was threefold: (1) to review the results of Professor John B. Carroll's Tests, which had been administered in

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eighteen programs during the spring of 1960; (2) to discuss further possible methods and materials for standardizing and improving the teaching of Chinese in this country; (3) to recommend organizational steps to be taken to consolidate and perpetuate the interest in professionalizing the teaching of the Chinese language in this country. Financial support for this Conference, as for the earlier one, came from a grant by The Ford Foundation to the Modern Language Association.

NEEDS AND RECOMMENDATIONS OF CONFERENCE NO. 1 REVIEWED

Members attending Conference No. 1 had found great need in the national interest to train sizeable groups of people in all walks of life to speak Chinese on a mature level, and to educate scholars to know and be able to impart the magnificent contributions which Chinese culture has made over the centuries and up to the present to world civilization. They noted the small numbers studying Chinese in 1958-59 (fewer than 1,000 students, taught by fewer than 130 teachers in fewer than 45 colleges and institutes). They became well aware of extreme divergences of opinion among teachers as to the values of studying the past or the present, the spoken or the written word, and as to the establishment of a useful terminology. They noted the various stages of the language reform movement on the Chinese mainland, noted the need for teaching materials--dictionaries, texts, tapes and records--asked the MLA to act temporarily as a center for distribution of materials, and for dissemination of information, listed desiderata for research in the teaching of Chinese and for teaching materials to be prepared. They accepted a Committee Report of seven suggestions for organizing a beginning course in Chinese: 1) beginning with a period of the spoken language, 2) introducing the structural knowledge of modern Chinese; 3) introducing written characters

only as the sound had become familiar to the ear; 4) attaining recognition of about 1,200 characters by the end of the year (actually from 1000-1800); 5) a brief introduction to newspaper style; 6) the writing of characters to be incidental to recognition of them; 7) training to the point of facile use of the dictionary.

PRESENT STATUS OF THE TEACHING OF CHINESE

Members of Conference No. 2 completed for Dr. J. Wesley Childers (Director of Research in the MLA Foreign Language Program) a report on the status of instruction in Chinese in this country for the fall of 1959. The report shows but a slight advance over the figures for 1958:

Teaching of Chinese in Colleges and Universities of the United States, 1959-60

Region and Institution	Enrollments: Undergraduate	Enrollments: Graduate	Enrollments: Special	No. of Teachers	Degrees Awarded: B.A.	Degrees Awarded: M.A.	Degrees Awarded: Ph.D.
Total U. S. A.	931	310	377	120	42	38	19
ARIZONA							
U of Arizona	9	3	1	2	0	0	0
CALIFORNIA							
U of Calif. (Berkeley)	261	62	0	8	4	0	1
U. C. L. A.	25	0	0	3	1	0	0
Claremont Grad. School	0	2	0	1	0	0	0
Pomona C	6	0	0	1	0	0	0
S. F. SC	54	0	0	1	0	0	0
U. S. C.	18	2	0	1	4	4	0
Stanford U	97	23	0	5	1	2	1
CONNECTICUT							
Inst. Far Eastern Langs. (Yale)			280	40	0	0	0
Yale U	6	14	3	3	4	0	1
DIST. OF COLUMBIA							
Georgetown U	4	7	0	1	0	0	0
Inst. Lang. and Ling.	11	3	4	3	2	3	0
Trinity C	3	0	0	1	0	0	0
HAWAII							
U of Hawaii	49	0	0	1	0	0	0
ILLINOIS							
U of Chicago	1	6	0	2	0	0	0
INDIANA							
Indiana U	8	0	0	1	0	0	0

Teaching of Chinese in Colleges and Universities of the United States, 1959-60 (cont.)

Region and Institution	Enrollments: Undergraduate	Graduate	Special	No. of Teachers	Degrees Awarded: B.A.	M.A.	Ph.D.
IOWA							
SU of Iowa	9	2	0	1	0	0	0
KANSAS							
U of Kansas	9	1	2	1	0	0	0
MARYLAND							
U of Maryland	69	2	49	1	0	0	0
MASSACHUSETTS							
Boston C	7	0	0	1	0	0	0
Harvard U	23	67	0	4	5	18	1*
Radcliff C	5	8	0	See Harvard	See Harvard		
MICHIGAN							
Michigan SU	21	2	0	1	0	0	0
Michigan, U of	15	23	0	3	2	1	1
MINNESOTA							
Minnesota, U of	20	2	2	1	3	0	0
MISSOURI							
Washington U	6	0	0	1	1	0	0
NEW JERSEY							
Princeton U	28	2	0	2	0	0	2
Seton Hall U	20	3	3	5	0	0	0
NEW MEXICO							
New Mexico SU				Discontinued			
NEW YORK							
Brooklyn C	15	0	1	1	0	0	0
Columbia U	16	46	15	3	1	5	8
Cornell U	8	1	0	3	0	0	0
Maryknoll TC	1	0	0	1	0	0	0
New York U	0	0	12	1	0	0	0
St. John's U	4	4	2	2			
OREGON							
Oregon SC	0	0	0	1	0	0	0
Oregon, U of	6	0	0	2	0	3	0
PENNSYLVANIA							
Pennsylv ania, U of	10	8	0	2	0	0	2
Pittsburgh, U of	21	1	3	1	0	0	0
WASHINGTON							
Washington, U of	42	10	0	7	14	2	2
WISCONSIN							
Wisconsin, U of, Madison	24	6	0	1	0	0	0
	931	310	377	120	42	38	19

* Area Studies

Total enrollments in the U. S. A. (F.S.I. and Army Language School are not included.)

Undergraduate	931	
Graduate	310	
Special	377	
Total		1618
Number of teachers		120
Degrees awarded in 1959		
B.A.	42	
M.A.	38	
Ph.D.	19	
Total		99
Regions in which Chinese is taught		20 states and the District of Columbia
Institutions in which Chinese is taught		40 colleges and universities, plus 3 special institutes

THE MAGNITUDE OF THE PROBLEM

Increased and improved teaching of the Chinese language involves at the outset serious concentration on the living language. This in turn involves ancillary problems that face instructors in any modern foreign language: priorities and sequence in the spoken language; student motivation and advice as to supporting fields; opportunities for study in this country; opportunities for field experience; recruitment of teachers; preparation of new teaching materials; creation of tests; earlier beginnings; assurance of articulation and coordination at all school and college levels; expanded use of existing facilities; and public relations.

THE CARROLL TESTS

One instrument for standardizing the teaching of Chinese is the battery of tests in four areas developed by Dr. John B. Carroll (Harvard) and Dr.

Wai-Ching Ho, with aid from the Test Advisory Committee (Nicholas Bodman, Y. R. Chao, F. W. Cleaves, H. C. Fenn, Harold Shadick F. W. Wang, and L. S. Yang). The tests cover Pictorial Auditory Comprehension; (Spoken Mandarin); Chinese Written Verncaular; Newspaper Chinese; and Classical Chinese. These tests, either in single parts or as a group were first given in the spring of 1960 at eighteen different institutions to a total of 233 students (Columbia, Cornell, the Foreign Service Institute in Washington and in Taichung, Harvard, Stanford, Trinity (Washington, D.C.), the U.S. Army Language School, Yale, the Universities of California, Iowa, Michigan, Minnesota, Oregon, Pennsylvania, Pittsburgh, Southern California, Washington/Wisconsin, and the Institute of Far Eastern Languages at Yale. Forty-two percent of those who took the test were college undergraduates, ninety-five percent were graduate or post-graduate students. Most of the graduate and post-graduate students were in their first or second year of study.

A questionnaire accompanied the tests. It sought to discover, among other things, the students' purposes in studying Chinese, and their priority interest in the four language skills--understanding, speaking, reading, and writing. Most were simply "curious" about everything Chinese, many were interested in government service, none seemed interested in a teaching career. Eighty-seven percent were "much" interested in reading Chinese, seventy-five percent in understanding Chinese, seventy-three in speaking Chinese, and forty-eight in writing Chinese. The tests showed the distinct advantages to all that might be obtained from beginning with an intensive course in the spoken language. Correlations between scores on the vocabulary section, the written expression and reading comprehension were good. The existence of these tests is an excellent first step toward sharpening the focus in the

teaching of Chinese on a national scale. The Summary and Recommendations of the Carroll Tests Analysis follow:

"The chief impetus to the establishment of the present project in techniques of testing in Chinese language studies was the fact that as compared to the situation in the teaching of the better known Western languages, there was a smaller amount of common understanding and agreement on the goals of teaching and a relative lack of objective standards to which one could appeal in evaluating programs of instruction.

"The major accomplishment of this project, it is felt, is that the tests which have been developed and extensively tried out are now available to provide a set of tentative standards for Chinese language instruction. In the initial phases of the development of these tests, a deliberate attempt had been made by the test constructors to remain neutral with respect to the varying approaches and standards which were evident upon a survey of the current situation.

"The written tests were developed to have characteristics similar to tests which have proved their usefulness in connection with the teaching of the Western languages. In the case of the test of comprehension of spoken Mandarin, a relatively novel format was exploited which appears to have wide applicability in language teaching--not only in the teaching of Chinese, but in other languages.

"The full report has presented data on a tryout of the tests at eighteen different institutions in the United States where Chinese is taught. In all, 256 students were tested in May, 1960 or thereabouts. Because of the lack of a suitable common criterion against which the test results could be evaluated, recourse was had to a series of data obtained from the students themselves by means of a questionnaire--data on courses taken, amount of experience

with various phases of Chinese, etc. It is believed that the analysis of the test results in the light of these data has demonstrated that the tests constitute reasonably faithful measurements of competence in the respective phases of Chinese language studies, both for individual and for group comparisons.

"The way in which the test results can be used in assessing programs of instruction is strikingly illustrated in the case of the Pictorial Auditory Comprehension Test (PACT) in spoken Mandarin. Here it has been demonstrated that the scores on the test provide a remarkably good index to an individual's level of competence in the comprehension of spoken Mandarin, and the scores can be assigned meanings in terms of the number of months of intensive instruction received by the average student obtaining that score at IFEL. In this light, it appears that a year of non-intensive elementary training in academic courses (3 to 5 hours per week of classroom instruction) produced (on the average) the competence attained in 6 weeks of IFEL training. A year of "intensive" work in academic courses (10 hours per week) produces the equivalent of about 10 weeks of intensive IFEL training.

"It is recommended that the present test be used further to provide information on levels of competence attained by students at various institutions and programs of study. The tests could also be useful in connection with the qualifying of students for advanced study either in Chinese or in related fields requiring a knowledge of the Chinese language."

The members of Conference No. II voted unanimously to give these tests a second trial in the spring of 1961, to request Dr. Carroll to make feasible minor improvements and to analyse and report on results. Dr. Carroll is to furnish the MLA with an estimate of costs involved in administering the tests

and analysing results. The residue of booklets after the second testing are to be left with the IFEL, Yale, for administering to new students there in order to broaden the base of those tested. It is hoped that a conference in 1961 may wish to review and revise the whole battery, and round it out with a test of speaking ability. Mr. Walsh of the MLA was asked to ascertain the conditions under which The Educational Testing Service at Princeton might wish to take over the administering of these tests in the future.

U.S. OFFICE OF EDUCATION SUPPORT FOR CENTERS FOR THE STUDY OF NEGLECTED LANGUAGES, AND FOR FELLOWSHIPS FOR THE STUDY OF THESE LANGUAGES

Dr. Kenneth W. Mildenberger, Chief of the Language Development Section of the Division of Higher Education of the U.S. Office of Education, noted that Chinese was being partially supported by NDEA funds in thirteen Language-and-Area Centers, that the Far East had received twenty-seven percent of the total sums for Centers in 1959-60, and would receive seventeen percent of the funds available for all types of language programs in 1960-61. He noted that although little chance appeared of expanding the Language-and-Area Centers this fiscal year, funds might be available for 800 fellowships for graduate students. He saw the possibility in the Fellowship program of enabling graduate students to do intensive work in Chinese at institutes in summer programs, as well as in regular courses. The Office of Education continues to ponder the possibility of establishing an undergarduate fellowship program but little likelihood of its being implemented now appears. The members of the Conference took strong issue with this policy, noting the critical nature of Chinese in the national interest, noting that the process of learning Chinese is long and exacting, and that present enrollments are pitifully small. In view of these facts the Conference members and the Advisory Committee urge the Government and private foundations to give all encouragement possible to young

talented students to undertake the study of the language well before their graduate training begins. It is of crucial importance to strive for an earlier beginning of the study of Chinese. Financial encouragement by way of undergraduate fellowships would be welcome.

CLEARINGHOUSE OF INFORMATION

Conference members were presented with an 81-page compilation listing tapes available as aids for the teaching of Chinese. These are described by title, contents, applications, length in feet and in time, size, speed, kind of recording, source, and availability for sale or loan. They were also presented with a 17-page compilation of available records, described as to title, contents, application, length in minutes, size, type, and speed, the number of lessons on each side, availability of accompanying printed text, and availability for loan or sale. The compilation was prepared by the MLA as a result of a questionnaire devised by the MLA and the Yale IFEL. Mr. F. A. Rice of the MLA Center for Applied Linguistics explained plans for a conference, to be held in Washington, D.C. in November 1960, to discuss the inadequacies of teaching materials in all of the neglected languages. A survey has been made of six areas from which information might be gained and made more widely available for teaching purposes: (1) language courses prepared for limited distribution in government sponsored programs; (2) technical linguistic studies (dictionaries, grammars, doctoral dissertations, etc.) not readily available; (3) materials prepared under the program in Oriental Languages which the budget of the American Council of Learned Societies was unable to bring to completion and publication; (4) out-of-print books and articles, and those needing translation; (5) sponsored research for the government under Title VI of the NDEA, research which at present lacks financial support for publication and distribution; (6) valuable works

languishing in manuscript unable to be printed because of small potential sale. The conference will study and make recommendations for the publication and distribution of these materials. The Center for Applied Linguistics will seek ways and means of providing a library of these materials and possibly a lending library of tapes and records. Chinese materials may well be included in this distribution center.

NEW PROGRAMS

From descriptions of the ten programs not reported upon in Conference I (those at NYU, Brooklyn College/the Universities of Arizona, Kansas, Maryland, Michigan State, Pittsburgh, St. John's (Jamaica, Long Island), Washington University (St. Louis), and Seton Hall, the complexities that lie ahead for standardizing and coordinating the teaching of the language on elementary and intermediate levels become underscored. Need for interchange of information about texts and classroom procedures is great. (Annotated bibliographies would be helpful.) Need for continuing and for coordinated courses, lest abilities gained the first year be lost for lack of a second-year program, was made clear. Divergence of opinion as to a proper order for presenting the study of the language (speaking first versus reading first) and divergence of aims in teaching Chinese again were apparent--whether the aim of a two-year course should be to enable a student to begin work in a research project, or to enable him to converse in the language and read without decoding or translating. In some communities the study of Chinese is still considered of fringe importance; in many it has not been integrated fully into the education system of the college. Genuine concern appeared for maintaining the generally excellent public acceptance of the importance of Chinese now existing. A common denominator appeared in all courses for supporting the work in the language with work in

Chinese civilization, history, and/or cultural anthropology of the Far East. A conspicuous lack of a common denominator was apparent in procedures for teaching the language.

THE VALUE OF INSTITUTES

In speaking of the relationship between academic courses and the intensive training one may receive in an institute (such as the Institute for Far Eastern Languages at Yale) one must be clear as to the meaning of such terms as "institute," "tool subject," "competence," and "intensive exposure." The Conference members agreed, however, on the desirability of establishing an institute on the West coast for intensive training in the spoken language, so that teachers and students there might have the opportunity during the summers to practice and keep up the spoken language. They also agreed on the value of establishing a field center in Taiwan to which several plane loads of students might be sent each summer for valuable field experience.

It was hoped by some members that teacher training and recruitment might receive valuable aid from summer institutes at Yale, at the University of Michigan, and at Middlebury. Two problems emerged from the discussion: (1) the problem of training Occidentals to speak Chinese in order to prepare them as teachers of the language; (2) the problem of training Orientals, already familiar with the spoken language, to become teachers in the American educational system. A proper division of labor was suggested if the University of Michigan would undertake an institute to help solve the first problem, and if the IFEL at Yale would undertake to help solve the second. It was hoped both might be arranged to operate during the summer of 1961.

The Advisory Committee recommended further talks informally with the authorities at Middlebury to see how feasible it might be to establish there a Chinese school with courses leading towards the Master's degree.

There was a clear need for refresher summer work in camps or institutes for in-service teachers, wherein they might discuss, in Chinese on a mature level in appropriately run seminars, topics in the social sciences and in the fields of the arts and letters.

CHINESE IN THE SECONDARY SCHOOL

Brief reports were made concerning experiments in the teaching of Chinese in the secondary schools in San Francisco, at the University High School in Minneapolis, and in the Oregon school system. The Conference members again supported the earlier recommendation of the Advisory Committee that Chinese be offered experimentally in at least two high school systems for a long enough time to prove the need for an earlier beginning, a broader base, and a continuing program in this necessary study. These experiments might well be supported, in the national interest, by the federal government, by private foundations, by local communities, or by matching contributions from each.

ORGANIZATIONAL NEEDS

A paramount need is the professionalizing of the teaching of the Chinese language in this country. The Conference members and the Advisory Committee were in complete agreement as to the need for an organization of teachers of the Chinese language which would (1) provide a structure allowing for periodic discussion of topics germane to the teaching of Chinese, functioning between sessions in response to the group's wishes, and forming an authoritative center for the group's activities; (2) possess an organ for disseminating information--beginning with a simple newsletter or bulletin, and growing, perhaps, into a regularly issued printed journal; (3) make arrangements for profitable liaison with other language organizations. Such an American Association of Teachers of the Chinese Language would have to be based upon an appropriate financial structure, starting, perhaps, with an initial grant and

maintaining itself with annual dues.

The editor of Literature East and West offered the pages of his "Newsletter" as an outlet for information by such an Association if formed. The editor of PMLA offered space in the Foreign Language Program Notes of that journal, but noted the very small membership of Chinese scholars and teachers in the Modern Language Association. He explained the structure of Conferences, Groups and Sections within the MLA, and noted the possibility of forming a Chinese Conference (which might lead to a regular Discussion Group) if seven members requested it. Since the majority of those attending both the Chinese Conferences were members of the Association for Asian Studies, the members recommended that steps be taken to form an American Association of Teachers of the Chinese Language to meet in conjunction with the AAS, and to maintain close liaison with the MLA Foreign Language Program. Three members were then added to the Advisory Committee (Professor Shau-Wing Chan (Stanford), Fang-Kuei Li (Washington) and W. A. Rickett (Pennsylvania), and this Advisory-Working Committee was requested to make concrete proposals for the establishment of an AAT Chinese Language. The Executive Secretary of the MLA offered the logistic support of his office during the forming stages.

ORGANIZATIONAL PROCEDURES

The Advisory-Working Committee, meeting on 16 October 1960, accepted the offer of the MLA Executive Secretary and requested him to prepare and mail to all teachers of the Chinese language an information sheet and a questionnaire composed of the following parts:

a. An explanation of the network of major modern language teacher-organizations now operating in this country showing their purposes, interrelationships and dues structures, and explaining the possibility of the formation of an American Association of Teachers of the Chinese language.

b. Expression of the desire on the part of those who attended Chinese Conference II to form such an AAT, whose purpose would be to concern itself with pedagogical problems in the teaching and adequate means of testing Chinese, and to promote the improved and increased teaching of the language in this country.

c. Inclusion of a copy of the constitution of the MLA, as a pattern to be appropriately modified to suit the needs and purposes of an AAT Chinese Language.

d. Explanation of the need for an AAT Chinese Language, which desires to maintain close liaison with the MLA, the AOS, and the AAS, rather than to petition to establish a group for pedagogical discussion within those societies.

e. Request for an expression of opinion on the part of the recipient as to whether he agrees with the need to form an AAT Chinese Language, whether if formed he would expect to become a participating member--with dues requirements initially, at least, to be about $3.00, or less.

f. Request for information from the recipients as to whether they could attend an organization meeting in Chicago on the eve of the Annual meetings of the Association for Asian Studies (March or April 1961).

Mr. Stone agreed to prepare and mail such a letter as initial aid to an organization which might carry on the needed work in the improvement and increase of the teaching of Chinese, and to assemble and analyse the replies.

Mr. Rickett was asked to inform the presidents and secretaries of the AAS and AOS of this development.

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